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TO IMPROVE THE SPEAKING ABILITY OF THE
ELEVENTH GRADES STUDENTS MAN SUARABAYA

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THE LIST OF CONTENT

THE INSIDE COVER.....	ii
APPROVAL SHEET	iii
EXAMINERS' APPROVAL SHEET.....	iv
MOTTO.....	v
DEDICATION.....	vi
SPECIAL THANKS.....	vii
ABSTRACT.....	viii
ACKNOWLEDGMENT.....	ix
THE LIST OF CONTENT.....	xi
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Problem of the Study.....	6
C. Objective of the Study.....	6
D. Significance of the Study.....	7
E. Scope and limitation.....	7
F. Definition of key term.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The nature of speaking.....	9
B. The teaching of speaking.....	11
C. Narrative texts.....	17
D. Selecting narrative texts for speaking class.....	21
E. Discussion.....	22
F. Speaking Proficiency measurement.....	26
CHAPTER III RESEACH METHODOLOGY	
A. Research Design.....	32
B. Subject of the study.....	33
C. Setting of the study.....	34

TABLE LIST

Table	Page
2.1 Weighting Table.....	25
2.2 Conversional Table.....	25
3.1 Table of questionnaire.....	35
4.1 Table of room.....	40
4.2 Questionnaire Number 1.....	48
4.3 Questionnaire Number 2.....	48
4.4 Questionnaire Number 3.....	48
4.5 Questionnaire Number 4.....	49
4.6 Questionnaire Number 5.....	49
4.7 Questionnaire Number 6.....	49
4.8 Questionnaire Number 7.....	50
4.9 Questionnaire Number 8.....	50
4.10 Questionnaire Number 9.....	50
4.11 Questionnaire Number 10.....	51
4.12 Questionnaire Number 11.....	51
4.13 Questionnaire Number 12.....	51
4.14 Questionnaire Number 13.....	52
4.15 Questionnaire Number 14.....	52
4.16 Questionnaire Number 15.....	52
4.17 Questionnaire Number 16.....	53
4.18 Questionnaire Number 17.....	53
4.19 Questionnaire Number 18.....	53
4.20 Questionnaire Number 19.....	53
4.21 Questionnaire Number 20.....	54
4.22 Students Score.....	54

or are more active in the class. This is why teachers should be able to encourage and facilitate the students in order to speak English. They need to be able to create an attractive learning for the students to participate more in using target language.

In the process of language learning, students should be encouraged to express their feeling, thoughts, and opinion using the target language. This is important in order to avoid the feeling of boredom and loss of motivation.

A teacher has some responsibilities to motivate the students in order to be more active in speaking classes. The teacher has some responsibilities to motivate the students not only choosing interesting materials which can be used in the speaking class but also considering some important criteria, such as interesting topics which are familiar to students as speaking materials. By using an interesting topic, the students will become more engaged with the lesson and are encouraged to speak up.

Selecting materials for teaching speaking does not only depends on the textbook but also the teacher can choose the materials from other sources to engage the students in speaking classes.

Students at the eleventh grade of MAN SURABAYA also have several problems in learning speaking. First, they do not have enough vocabulary; therefore they still find it difficult to speak during the speaking classes. Second, the material is not interesting for the students because the students' never heard about the material and the words are difficult to

F. Definition of Key Terms

1. Narrative text is a text that tells a chronological story that consists of orientation, complication and resolution.
2. A discussion material is the material that can be used for discussion activity in speaking classes.
3. Speaking ability is the ability of expressing opinions, ideas or thoughts orally.

REVIEW OF RELATED LITERATURE

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

There are micro and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phoneme, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategy options.¹¹

B. The Teaching of speaking

The goal of teaching a foreign language is to gain the ability to communicate in the target language. In learning foreign language, speaking is very important. Therefore the teacher should give the students opportunities to use the target language to communicate with others. The teacher could use the speaking class to improve the students speaking ability.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the safety of the classroom. Secondly,

¹¹ Ibid., p. 142

speaking tasks in which students try to use any or all of the languages they know provide feedback for both teachers and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.¹²

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. We need to be clear that the kinds of speaking activities we are looking at here are not the same as controlled language practice. According Scott Thorn bury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need become talking classroom. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lesson.¹³

Some teachers get very involved with their students during a speaking activity and want to join. They may argue forcefully in a discussion or get

¹² Jeremy Harmer, *How to Teach English*, (Longman: Pearson education limited, 2007), p. 123

¹³ Ibid., p. 123

2) Many action verb (material processes)

A sentence is consisting of subject, verb, and object. In this case, narrative text often uses many action verbs. Such as the word sit, come and other word. Verbal process and mental process are sometimes used in the narrative texts. The example verbal process in the word say, tell and other word. The mental process includes the word believe, know and other word.

3) Using past tense

In narrative text uses the past tense because the story was happened. So the event of the story is not related with activity now. The time signals are usually used in narrative text. There are yesterday, ago and other word.

4) Using linking words related to time

Linking words are used in the narrative text that they to do with time such as then, when, one day and other word. So the text seems a chronological story because it introduces then complication and finally the participant solves it that is called resolution.

5) Descriptive language

Descriptive language means a text that tells the objective. In this case, the author grows the listener's imagination. So he or she can describe the event of the story, Such as the word good, bad, beautiful and other word.

6) Using pronouns

The pronoun (I, they, he, she,) are often used in narrative text. In this case, it is easy for the reader to understand the text because of the pronouns is mentioned.

The important other characteristics of a narrative text are:²⁴

a. Using direct speech

Direct speech is also used in narrative text. So the event of the story that is what the participant does that is supported other participants.

b.Illustration to support the text

To support the text is needed the illustration. It can help the students to understand the text easily. Moreover it is interesting when the teacher can stimulate the students to feel and imagine the story.

The purpose of narrative is to present view of the world that entertains or inform the readers or listeners. There are several steps for constructing a narrative text. These are:²⁵

²⁴ Ibid., p.7

²⁵ Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Mc Millan Education Australia, 1997), p.6

- c. A sequence of events where the characters react to the complication.
- d. A resolution in which the character finally sort out the complication.
- e. A code that provides a comment or moral based on what has been learned from the story.

D. Selecting narrative texts for speaking class

Selecting narrative texts for speaking class, the criteria should be considered. The criteria of suitability depend on each particular group of the students' need, interest, cultural background and the language level.²⁶

1. Need

Need plays a major role in the classroom environment. Need related to the acquisition of academic skill.²⁷ So the teachers should recognize that students personal experience and interpersonal need.

2. Interest

Interest is one of the most important factors in studying a certain subject. Students will enjoy studying if they have good interest. Students' English learning interest should be increased by the teachers because there is tendency that students who have good interest in English learning also have good result in English achievement.

²⁶ Irma Damayanti, *The Influence of Motivation on the ENGLISH ACHIEVEMENT of the First Students of SMU NEGERI 1 gresik*, (Surabaya: UNESA, 2004), p. 20

²⁷ Thomas H Hurt, D Scott Michael, C James, *Communication in the Classroom*, (USE: Addison Wesley publishing company Inc, 1978), p.180

One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they can not think of anything to say and are not, anyway confident of the language they might use to say it.²⁹

The students study language and use it as tools of communication and exchange the ideas. So, the teacher must give opportunity to the students to practice their speaking ability. The quality of the language practice increase when the teachers monitor and give opportunity to the students.³⁰

There are many ways to discussion, these are:³¹

1) Buzz groups

These can be used for whole range of discussion.

2) Instant comment

Another way in which can train students to respond fluently and immediately is to insert instant comment mini-activity into lesson. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

²⁹ Jeremy Harmer, *The Practice of English Language Teaching: third edition*, (Longman: Pearson education limited, 2001), p.272

³⁰ Christopher Brumfit, *Communicative Methodology Language Teaching*, (New York: Cambridge University Press, 1984), p.77

³¹ Jeremy Harmer, *The Practice of English Language Teaching* fourth edition, (Longman: Pearson education limited, 2007), p. 350

63-72	3
73-82	3+
83-92	4
93-99	4 ⁺

The sign “(+)” indicates a position halfway between two levels. For example 2^+ means that it falls between level 2 and 3.

The components of speaking proficiency descriptions are:

1. Accent

1. Pronunciation frequently unintelligible
2. Frequent gross errors and a very heavy accent make understanding different require frequent repetition
3. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4. Marked foreign accent and occasional mispronunciation which do not interfere with understanding
5. No conspicuous mispronunciation but would not be taken for a native speaker
6. Native pronunciation, with no trace of foreign accent

2. Grammar

1. Grammar almost entirely in accurate except in stock phrases

- 4). Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within his range of experience with a high degree of fluency and precision of vocabulary. Would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations. Errors pronunciation and grammar quite rare. Can handle informal interpreting from and into the language.
- 5). Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that his speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.

Questionnaires are given to find out students responses on the task given by the teacher, whether the students can improve the speaking ability in teaching process, whether the students are interested in narrative text as discussion material given in the classroom during the teaching and learning process and to know their reason about it.

The researcher will give the question sheet to the students at the last meeting. The questionnaire consists of 20 questions. The detail questions about the questionnaire are presented below:

Table 3.1

No	Indicator	Number
1.	Students' difficulties on: <ul style="list-style-type: none"> • Speaking • English • Topic 	1,2,15,16,17
2.	Students' responses on the improving of narrative text as discussion material	3,4,6,7,13,18,19
3.	Students' activities (discussion, giving comment to others, etc)	8,9,10,11,12
4.	Teachers' role	5,14,20

3. Field notes

Field notes are used to know exactly the step of some activities that are done during teaching and learning process. Besides, it is to know the teacher's performance and the exercises for the students in every lesson.

F. Data analysis technique

The data analysis techniques used in this research is observation checklist, questionnaire and field notes. This study analyzes the data gathered descriptively. There are two characters of data, first is one concerning with how narrative text is implemented as discussion material, and the second is concerning with whether the use of narrative texts as discussion material in speaking classes will improve students' speaking ability. From these two criteria the result of this study will be processed.

The first data is concerning with the result of students' activity in the classroom when narrative text as discussion material and the result of teachers' during the teaching and learning process.

The second data is taken from questionnaire. It is to know how narrative text as discussion material is taught to the students. It consists of the teacher's activity and the students' activity, the techniques of narrative text as discussion material, and the material. Also, it is to know whether the students are interested in it or not. It also to mention the reason why they like it and

why does not like it. The last is to know how narrative text is implemented as discussion material.

In the final of the study, the researcher describes and gives interpretation of the data. From all data will be found the result whether narrative text as discussion material can improve speaking ability or not.

A. Explanation of object the research

SPIAIN SURABAYA was built on 1 September 1963 by SK from department of religion NO.83 years 1963 date 05 September 1963. SPIAIN SURABAYA was turned into MAN SURABAYA with SK from department of religion No. 17 years 1978 date 16 March 1978. The first headmaster is Drs.H. Abd. Djalal H. A. The second headmaster is Drs. Fathul Mubin Djoko. The third headmaster is Drs. Abd. Malik. The fourth headmaster is M. Soetiksno, BA. The fifth headmaster is Drs. Saridjoen. The sixth headmaster is Drs. Anies Malady. The seventh headmaster is Drs. H. Imam Ahmad, M. St. The eight headmaster is Drs. H. Sugiman. The ninth headmaster is Drs. H. M. ruzaini. And the tenth headmaster until now is Drs. H. Amin Maulaini, MM.

The rooms in MAN SURABAYA are:

Table 4.1

No.	The name of room	Total
1.	Classroom	13
2.	The head masters room	1
3.	Finance room	1
4.	Teachers room	1
5.	Computer laboratories	1
6.	Biology and chemist laboratories	1
7.	Language laboratories	2
8.	Physical and electro laboratories	1
9.	Library	1
10.	Cooperative room	1
11.	BP	1
12.	UKS	1
13.	Food science room	1
14.	Committee room	1
15.	Toilet for the teacher and official	2
16.	Toilet for the students	5
17.	Finance room	1
18.	Meeting room	1
19.	OSIS	1

20.	The house of guard	1
21.	Mosque	1
22.	Canteen	1
23.	The Parking place for teachers	1
24.	The parking place for students by motorcycle	1
25.	The parking place for students by bicycle	1

B. The finding of the conducted research

The observations were done on May 2009 for four meetings:

1. The result of the study

a. The First Meeting

For the first meeting the teacher introduced the researcher to the students that she would do observation for several days. The situation in this class was crowded. It might be because there was a researcher for research in that class. After that the researcher introduced herself to them and expected them to follow this teaching effectively until the last meeting of observation.

At the beginning of the lesson the teacher explained about the narrative text in the classroom. The teacher stimulated the students with some question about what narrative text is.

The teacher then explained about the genre of narrative text. He did not give direct definition of narrative text because he wanted the students to

quite clear to understand by the students. And the material was interesting to make students speak up with their groups.

The students understood about the materials because they knew about the text and they want to speak up the material. And also the teacher explains were easy to understand by students'. And when he explains did not stand up in front of the class but walked around the students to help them could hear her voice clearly.

The material was quite good. The material can make the students interesting about the story of Snow White because they ever learn in junior high school. And some of them know about the material. The words of Snow White were easy to find in the dictionary when they did not understand about the material. This material was understandable by the students because they have accepting the material in junior high school.

b. The Second Meeting

In the second meeting of the observation, the teacher opened the class and asked the students to collect their take home assignments. Some of them collected the assignment but some of them did not make this assignment because they forgot to do their homework. The teacher gave punishment to them to make assignment again and should collect in the next meeting. Then check attendance list because he wanted to know whose name did not make assignment. After that the teacher gave warm-up activity about narrative text.

game. The game was related with material narrative text. It means that the students can guess about what will be studied by them that day.

After that, the teacher was started to divide students in every group consists of 5 or 6 students. After that, teacher gave the material about the Cinderella. The students should discuss with their groups and found the general structure of Cinderella. One of the group used mother tongue during discussion. And the teacher reprimanded to the students to use English although mix Indonesia and English.

The teacher gave the time to discuss and understand the text. And students can find the difficulties word in Cinderella. The teacher ordered every group to retail story about Cinderella in front of the class which was the students used the generic structure. After every group retail story, the teacher shared together about the Cinderella.

After the lesson finished, the teacher asked the researcher to continue this meeting, because the researcher wanted the students to fill the questionnaire to know all about this research that was held for four days meeting. Before the students did it, the researcher gave a little explanation about how to answer the questionnaire. The researcher ended the class after this activity.

For about the material was interested to the students. They were known about the topic. And for about the performance teacher was good. The

Table 4.3

No	Criteria	Total
1.	Sangat suka	24,24%
2.	Suka	45,45%
3.	Kurang suka	30,30%
4.	Tidak suka	0%

For question number 3, “*do you like narrative text?* “ the results are:

Table 4.4

No	Criteria	Total
1.	Sangat suka	27,27%
2.	Suka	60,60%
3.	Kurang suka	21,21%
4.	Tidak suka	12,12%

For question number 4, “do you agree uses narrative text in teaching speaking?” the results are:

Table 4.5

No	Criteria	Total
1.	Sangat setuju	36,36%
2.	Setuju	54,54%
3.	Kurang setuju	9,09%
4.	Tidak setuju	0%

For question number 5, "*does your teacher teach easy?*" the results are:

Table 4.6

No	Criteria	Total
1.	Sangat mudah	33,33%
2.	mudah	45,45%

For question number 9, “do you use English when they discussion?”

the results are:

Table 4.10

No	Criteria	Total
1.	Sangat sering	12,12%
2.	Sering	27,27%
3.	Kurang sering	45,45%
4.	Tidak sering	15,15%

For question number 10, “*does your teacher give opportunity for them opinion?*” the results are:

Table 4.11

No	Criteria	Total
1.	Sangat memberikan	39,39%
2.	Memberikan	51,51%
3.	Kurang memberikan	9,09%
4.	Tidak memberikan	0%

For question number 11, "*does your teacher often motivate the students to active during discussion in class?*" The results are:

Table 4.12

No	Criteria	Total
1.	Sangat sering	24,24%
2.	Sering	39,39%
3.	Kurang sering	18,18%
4.	Tidak sering	15,15%

For question number 12, “*do you pay attention to their friend when their friends share their opinion?*” the results are:

Table 4.13

No	Criteria	Total
1.	Sangat sering	18,18%
2.	Sering	45,45%
3.	Kurang sering	27,27%
4.	Tidak sering	9,09%

For question number 13, “*does you teacher dominate the class during discussion narrative text?*” the results are:

Table 4.14

No	Criteria	Total
1.	Sangat dominan	15,15%
2.	dominan	45,45%
3.	Kurang dominan	0%
4.	Tidak dominan	39,39%

For question number 14, "*does your teacher give the time to correct the students' mistakes?*" the results are:

Table 4.15

No	Criteria	Total
1.	Selalu memberikan	18,18%
2.	Sering memberikan	45,45%
3.	Jarang memberikan	21,21%
4.	Tidak memberikan	15,15%

For question number 15, “do you often ask to the teacher to understand narrative text?” the results are:

Table 4.16

No	Criteria	Total
1.	Sangat sering	15,15%
2.	Sering	60,60%
3.	Kurang sering	15,15%
4.	Tidak sering	9,09%

For question number 16,” does the narrative texts topic interested?” the results are:

Table 4.17

No	Criteria	Total
1.	Sangat menarik	18,18%
2.	Menarik	45,45%
3.	Kurang menarik	30,3%
4.	Tidak menarik	6,06%

For question number 17, “does the topic help you to be active in discussion?” the results are:

Table 4.18

No	Criteria	Total
1.	Sangat membantu	30,30%
2.	Membantu	54,54%
3.	Kurang membantu	15,15%
4.	Tidak membantu	0%

For question number 18, “do you often find difficulties word in narrative text?” the results are:

Table 4.19

No	Criteria	Total
1.	Sangat sering	60,60%
2.	Sering	30,30%
3.	Kurang sering	9,09%
4.	Tidak sering	0%

For question number 19,” is there progressions in speaking when the narrative text is applied?’ the results are:

Table 4.20

No	Criteria	Total
1.	Sangat ada	24,24%
2.	Ada	75,75%
3.	Kurang ada	0%
4.	Tidak ada	0%

For question number 20, “does your teacher often answer their question?” the results are:

Table 4.21

No	Criteria	Total
1.	Sangat sering	18,18%
2.	Sering	54,54%
3.	Kurang sering	12,12%
4.	Tidak sering	15,15%

3. Score of the students

The score of the students which were derived from the assessments of four times measurement of the students' competence are presented completely in FSI rating procedure table.

The students' score will be described generally, but to be more specific about every criterion of students' score can be seen in Appendix.

Table 4.22

No	Student	I	II	III	IV
1.	Affatul Alwiyah	22	34	36	38
2.	Ain Mukhlisatun A	26	30	36	49
3.	Alfi Sukriyanto P.R	30	33	42	39
4.	Amir Abdul Aziz	29	37	42	39
5.	Andrew Nofensia	35	48	48	51
6.	Aprilia Indah A	31	48	48	51
7.	Avisinna Emity Athfi	31	42	50	55
8.	Ayu Vatiya Sari	32	44	56	55
9.	Deta Kurnia Fatimah	41	42	54	53
10.	Diana Amirotuz Zuraida	52	55	64	76
11.	Elvira Anindya P.	37	42	54	56
12.	Eny Sukesi	42	32	54	64
13.	Firly Romadhonul Irfan	42	38	48	64
14.	Gibriela Gaff	36	42	45	58
15.	Java Nur Aini A	40	46	42	55
16.	Khadir Adam Wijaya	46	47	36	59
17.	Laila Ramadhanil M	36	42	50	64
18.	M. Abdurrachman Azis	29	34	46	61
19.	Mahardika Yanuar Fatrichia	41	44	52	65
20.	Mazidatur Rohmah	52	53	54	72
21.	Mega Nurmala Ali	22	42	49	59
22.	Muchammad Affan	32	42	44	76
23.	Muhammad Aleq Firdaus	30	42	52	55
24.	Muhammad Dzulkifli Dwinda	52	53	58	61
25.	Nurdeny Hidayanto P	36	42	52	61
26.	Nurdina Murdiyatin	36	44	42	64

27.	Nurlita Trisilla	52	46	46	64
28.	Pungky Dini Wulansari	39	42	42	61
29.	Rizqi Dian Safitri	42	44	38	50
30.	Rona Zahra Pratiwi	42	44	37	42
31.	Savitri Apriliyana Putri	52	52	44	53
32.	Siti Choddijah	34	42	46	56
33.	Weni Tri Subekti	30	36	46	56

C. Discussion

1. How narrative text is implemented as discussion material in speaking class to improve the students' speaking ability

In the first problem of the study knew about the implementation narrative text used discussion material in teaching speaking. The teacher taught the material used group discussion every meeting and used laboratory to listen the story of narrative text. Teacher usually taught narrative text to make students can improve the speaking ability. Some of them interested to speak up about the story and they have many new word in the story.

The teacher used story of narrative text to make students attractive when they discussed each group. Every group must speak up with other friends, while other friends did not understand about the story then they asked to another. Usually the teacher around groups when they discussed and asked them when they have difficult words. The students felt interest to speak up because when they did not ask to other friend or teacher, they did not understand about the meaning of difficult word and what about the story was.

Teacher usually take assignment to do in their home. The assignment collected and correct together in classroom. All of students do the homework but both of them did not it. Students did not do the homework, they got punishment from the teacher. The punishment was making narrative text again and should be collect.

The teacher instruction was clearly and her voice could be heard in the back. Teacher chooses the material which the students know about it. Then the material was familiar to discuss. It is make students to speak up when discussion each group.

2. How are the students' responses after narrative text used as discussion material in speaking class

Although the students often misunderstood what narrative text was about, the teacher helped them. When they discussion with their friend, they were active to follow and asked their friend did not understand about the narrative text.

Based on the theory which was stated by David Nunan about the characteristics of successful speaking activity, the students could not do half of it. There were:¹ (1) participation was even. Classroom discussion was not dominated by a minority of talkative participant; all got a chance to speak. It was caused the teacher used narrative text. The students must discuss with

¹ David Nunan, *Second Language Teaching and Learning*, (USA: Heinie and Heinie publisher, 1994), p. 234

their groups, and every student had the same chance to express their opinion during discussion. (2) Motivation was high. The students had high motivation in discussion because they had responsibility with their group to explain about the result of discussion.

Then researcher can analyze that the students can improve their score in every criteria. In the second meeting, there were 11 students who can improve their score in accent. There were 9 students who can improve their score in grammar. There were 8 students who can improve their score in vocabulary. There were 25 students who can improve their score in fluency. There were 22 students who can improve their score in comprehension.

For the third meeting, there were 8 students who can improve their score in accent. There were 13 students who can improve their score in grammar. There were 15 students who can improve their score in vocabulary. There were 16 students who can improve their score in fluency. There were 17 students who can improve their score in comprehension.

For the last meeting, there were 26 students who can improve their score in accent. There were 18 students who can improve their score in grammar. There were 16 students who can improve their score in vocabulary. There were 20 students who can improve their score in fluency. There were 14 students who can improve their score in comprehension.

The result of questionnaire in every number would be analyzed one by one. For the question number 1, it can be identified that 48, 48% students like

English and others were not. For question number 2, it can be identified that 45, 45% students like speaking class and others were not. For question number3, it can be identified that 60, 60 % students like narrative texts and others were not. For question number4, it can be identified 54, 54% students agreed in the uses of narrative text in teaching speaking and others were not. For question number 5, it can be identified that 45, 45% students could answer question easily and others were not.

For question number 6, it can be identified that 60, 60% students understood explaining narrative text from the teacher and others were not. For question number 7, it can be identified that 36, 36% students answer that narrative text used discussion they active in speaking. For question number 8, it can be identified 39, 39% students seldom gave the opinion when they learned narrative texts and other often. For question number 9, it can be identified 45, 45% students did not use English when they discussion. For question number 10, it can be identified 51, 51% students answer that the teacher gave opportunity for them opinion and other did not.

For question number 11, it can be identified 39, 39% students answered that the teacher often motivated the students to active during discussion in class and other did not. For question number 12, it can be identified 45, 45% students gave attention to their friend when their friends share their opinion and other did not. For question number 13, it can be identified 45, 45% students answered that the teacher dominated the class

during discussion narrative text and other did not. For question number 14, it can be identified 45, 45% students answered that the teacher gave the time to correct the students' mistakes and other did not. For question number 15, can be known 60, 60% students often asked to the teacher to understand narrative text and other did not.

For question number 16, it can be identified 45, 45% students answered that narrative texts topic is interesting and others did not. For question number 17, it can be identified 54, 54% students answered that the topic helped the students to be active in discussion and other did not. For question number 18, it can be identified 60, 60% students often found difficulties word in narrative text and other did not. For question number 19, it can be identified 75, 75% students answered that there were progressions in speaking when the narrative text applied and others did not. For question number 20, it can be identified 54, 54% students answered that the teacher often answered their question and other did not.

From the explanation above, we can conclude that every student can improve their score in different criteria. It means that this study was success to improve their speaking which can be seen their score in speaking class.

CONCLUSION

From the data in the last chapter, conclude that:

- Teacher usually take assignment to do in their home. The assignment collected and correct together in classroom. All of students do the homework but both of them did not it. Students did not do the homework, they got punishment from the teacher. The punishment was making narrative text again and

teaching speaking, exactly 60, 60% students answered that they liked narrative text.

B. Suggestion

From the data in the last chapter, we can suggest that

1. The students must be motivated to speak English when they learn English. This was based on the fact that when the researcher observed the use of narrative text as discussion in teaching speaking in their classroom, more than half students used their mother tongue to interact with their peers and to express their opinion.
2. The teacher should choose interesting material to improve the students speaking in the classroom. Narrative text can be one alternative to be applied as discussion material to improve the students speaking ability.
3. Teacher should create encouraging atmosphere for the students so that they will not feel afraid to ask question.

